The Contribution of Educational Leadership and Occupational Incentive to Academic Staff Motivation and Their Impacts on Occupational Resillience

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Abstract: The commitment of Universitas Negeri Semarang to become a University with an international reputation is realized through various breakthrough programs. These programs can run well under a good educational leadership. However, realizing various programs especially in an international level have many challenges both from internal and external factors which can possibly cause stresses and mental pressure on academic staff in universities. Therefore, this study is aimed at investigating the contribution of educational leadership and occupational incentive to academic staff motivation and their impacts on occupational resilience. This study uses path analysis to figure out the contribution of each independent variable to the dependent variable. Questionnaire and observation are employed to collect the data. Linear regression is used to analyze the contribution of each independent variable to the dependent variable. The results showed that there is a very strong relationship between educational leadership (X1) and the resilience of the academic staffs. It also showed a strong correlation between occupational incentives (X2) to the resilience of the academic staffs. The contribution of the educational leadership, occupational incentives, motivation of the academic staffs to resilience of the academic staffs = 89.8%

Keywords: educational leadership, occupational incentive, academic staff motivation, occupational resilience

1. INTRODUCTION

The commitment of Universitas Negeri Semarang to become a University with an international reputation is realized through various breakthrough programs. These programs can run well under a good educational leadership. However, realizing various programs especially in an international level have many challenges both from internal and external factors which can possibly cause stresses and mental pressure on academic staff in universities. The effect of stresses and mental pressure can be decreased by incentivizing the staffs to increase their motivation. This leads to the increasing resilience of the academic staffs at the workplace. The occupational resilience holds paramount important at the workplace as it functions as the means to overcome challenges when running programs. High occupational resilience leads to the high achievement of an organization. Therefore, an organization needs to maintain or even increase the occupational resilience of its staffs when facing obstructions at work. The failure of increasing occupational resilience means not having the strength both physically and mentally to solve tasks at hand. As a consequence, it could have negative impacts on the performance of an organization.

2. EDUCATIONAL LEADERSHIP

The leader plays a more prominent role in educational institution now. The focus of the leadership often seems to be on the character and the attitude of the leader. [12] provides some main ideas in aspects of leadership in education:
• it belongs to in individuals
• it is hierarchically based and related to workplace
• it is based on the action of the leaders
• it is distinct from and plays more prominent role than management
• it affects managerial performance
• it is generalizable

His ideas on main ideas of educational leadership have endured over time. There is a mutual acceptance that a leader is exclusively accountable for transformation to occur in educational setting (Denmark, 2012). [17] argues that students' achievement always comes in the presence of the talented leadership in educational institution.

[11] argues that leadership possesses a social aspect; it can be applied to various actions and understand there is no single definition on leadership which can fully cover all of its aspects and divergence. Therefore. [16], suggests an 'analytical philosophical foundation to leadership studies' [16]. It is seen as a process of clarifying the meaning of leadership concepts, and which 'emphasizes a clear, rigorous approach with particular weight being placed upon argumentation and evidence, avoidance of ambiguity, and attention to detail' [16].

3. OCCUPATIONAL INCENTIVE

The importance of incentives has been acknowledged for decades Ross (1973), Lazear (1979, 1986), and Hölmstrom (1979). Incentive is investigated on its relation with productivity. Lazear (2000b) provides an example that a change in the compensation scheme resulted in an almost immediate and great effect of increasing productivity by 44 percent. Lazear (2000c) further explain about the forms of incentive in this following table.

Table 1: Taxonomy of Incentive Compensation

	Payment on input	Payment on output
Discrete	Payment by the hour unit	Based on the completion of a task
Continuous	Time-based pay that allows worker choice of labor units supplied	Piece rates
Relative	Promotion tournaments based on subjective relative effort evaluation	Promotion tournaments based on some metric of relative output

Table 1 provides payment schemes consisting of discrete, absolute payment that is continuous, and payment that is primarily relative, as discussed in Lazear (2000c). Based on discrete incentive scheme, the payment on input is that workers are paid per unit of time, either hours, weeks, months, or even years. For example, part-time lecturers may be paid on the basis of the amount of courses that he taught, which is an input measure (the output is what students get from the course). The second scheme is continuous. Continuous output-based schemes include piece-rate workers such as salespersons whose compensation depends directly on sales, Uber and Lyft driver whose payment depends on the number of trips. The last scheme is relative payment. The example of individuals receiving relative payments are athletes. Athletes who win a tournament receives the best rewards from the club.

4. OCCUPATIONAL RESILIENCE

The 21st century occupational world has been branded by the demand for increasingly greater outcome from increasingly fewer workforce which is supported by increasingly advanced technology). In the process, there are signs that the "work intensification" has reached the limits of human capacity to endure. Therefore, 21st century occupational work demands greater occupational resilience from their workforce. it has been consistently investigated that some individuals across various occupation seem to have the ability to cope with high occupational stresses far more successfully than others. Those individuals are defined as having "high resilience." However, there is no universal definition of such resilience [6]. most researches which has attempted to characterized resilience include at least two characteristics. First, resilience involves some form of adversity or challenge, and second, this is followed by some degree of positive adaptation. [15] proposes this working definition on resilience asthe process of negotiating, managing, and adapting to significant sources of stress or trauma. Assets and resources within the individual, their life and environment facilitate the capacity for adaptation and "bouncing back" in the face of adversity. Across the life course, the experience of resilience will vary.

Some descriptions of resilience identify it as a personality trait or genetic predisposition [15]. Several studies, for example, have suggested that resilience to stressful situation is related to the gen of some individuals (Kolassa etal, 2010; [1]. However, there is no strong evidence to prove that resilience of individual is genetically – predisposed quality can be modified [10]; [2]; [3]. They simply represent the individual's relative vulnerability (or otherwise) to the negative effects of their surroundings. Nonetheless, there is an emerging opinion that resilience can also be characterized as a dynamic and interactive process [9]. Such a perspective views it as a function of individuals' conscious interaction with their external surroundings [5]; [15]; [7]. This is highly significant because it suggests that rather than being a permanent quality which is genetically - predetermined, resilience is a flexible phenomenon, and as such it is capable of development. More importantly is to suggest the possibility that it is can be taught [4]; [6]; [8].

Many studies have been conducted to compare management system academically and scientifically in instructional processes in two universities. However, there are few studies specifically focusing on investigating educational leadership, incentive, motivation of the academic staff, and their impacts in occupational resilience in both universities. Therefore, this present study aims to figure out the contribution of educational leadership and workplace incentive to the motivation of the educational staff and its impact to the occupational resilience.

5. METHOD

This study uses path analysis to describe the directed dependencies among a set of variables. This includes models equivalent to any form of regression analysis, factor analysis, canonical correlation analysis, discriminant analysis. Path analysis is a statistical technique that allows users to investigate patterns of effect within a system of variables. The design of the study can be seen on this following diagram:
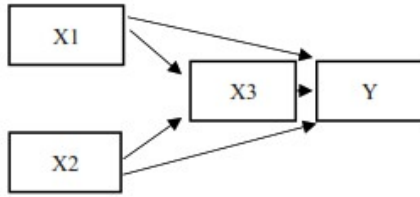
X1 : Educational leadership
X2 : Occupational incentives

The questionnaire was distributed in both Universitas Negeri Semarang and UPM in the form of closed ended questionnaire using Likert Scale. The results of the data collection were analyzed by using inferential statistics in SPSS version 23. This study employed correlation test to figure the strength of the relationship between variables and regression analysis to analyze the contribution of each variable to another variable.

6. RESULTS OF THE STUDY

After the questionnaire was filled in by the correspondents. The results were tested whether the data were normally distributed. Kolmogorov – smirnov test was used in this study for the normality test. The results of the normality test can be seen on the table below.

Table 2: The Results of Normality Test

	educational leadership	Occupational incentives	Motivation of the academic staffs	Resilience of the academic staffs
	100	100	100	1(
	57.9600	55.4100	73.4500	79.56(
	5.54854	4.99109	8.44277	7.935
	.083	.083	.099	.0(
	.083	.083	.099	.0(
	-.043	-.068	-.052	-.0(
	.083	.083	.099	.0(
	.085*	.088*	.017*	.200

After the normality test were performed. The results showed that the data were normally distributed. Therefore, the correlation and regression analysis can be conducted. The data on the educational leadership and the occupational resilience were analyzed by using correlation analysis. The results can be seen below:

Table 3: The Results of Correlation Analysis

		Resilience of the academic staffs	educational leadership
Pearson Correlation	Resilience_of_the_academic staffs	1.000	.936
	educational_leadership	.936	1.000
Sig. (1-tailed)	Resilience_of_the_academic staffs		.000
	educational_leadership	.000	

The table above show that based on the Pearson correlation analysis, the correlation between educational leadership (X1) and the resilience of the academic staffs (Y) = 0.936 which indicates a very strong relationship between two variables. The

correlation between occupational incentives (X2) to the resilience of the academic staffs (Y) = 0.840 which also indicates a very strong correlation between two variables.

The data on the educational leadership, occupational incentives, and the occupational resilience were analyzed by using correlation analysis. The results can be seen on the table below.

Table 4: The Results of Correlation Analysis

		Resilience_of_the_academic_staffs	educational_leadership	Occupational_incentives
Pearson Correlation	Resilience_of_the_academic staffs	1.000	.936	.840
	educational_leadership	.936	1.000	.852
	Occupational_incentives	.840	.852	1.000
Sig. (1-tailed)	Resilience_of_the_academic staffs		.000	.000
	educational_leadership	.000		.000
	Occupational_incentives	.000	.000	

The table above show that based on the Pearson correlation analysis, the correlation between educational leadership (X1) and the resilience of the academic staffs (Y) = 0.936 which indicates a very strong relationship between two variables. The correlation between occupational incentives (X2) to the resilience of the academic staffs (Y) = 0.840 which also indicates a very strong correlation between two variables.

The data on the motivation of the academic staffs and the occupational resilience were analyzed by using regression analysis. The results can be seen below.

Table 5: The Results of Correlation Analysis

		Resilience of the academic staffs	Motivation of the academic staffs
Pearson Correlation	Resilience of the academic staffs	1.000	.807
	Motivation of the academic staffs	.807	1.000
Sig. (1-tailed)	Resilience of the academic staffs	.	.000
	Motivation of the academic staffs	.000	.

The table above show that based on the Pearson correlation analysis, the correlation between motivation of the academic staffs (X3) and the resilience of the academic staffs (Y) = 0.807 which indicates a very strong relationship between two

variables. The correlation between motivation of the academic staffs (X3) to the resilience of the academic staffs (Y) = 0.807 which also indicates a strong correlation between two variables.

The data on educational leadership, occupational incentives, motivation of the academic staffs to resilience of the academic staffs were analyzed by using regression analysis. The results can be seen below.

Table 6: The Results of Correlation Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.948ᵃ	.898	.895	2.57067	.898	282.484	3	96	.000

Based on the table above, the contribution of the educational leadership, occupational incentives, motivation of the academic staffs to resilience of the academic staffs = 89.8% which can be seen from the R square value = 0.898. Based on the table, sig. F value = 0.000 is lesser than the probability value = 0.05. It means that there is an influence from the educational leadership, occupational incentives, motivation of the academic staffs to resilience of the academic staffs.

7. CONCLUSION

Several conclusions can be drawn from the results of the study: There is a very strong relationship between educational leadership (X1) and the resilience of the academic staffs (Y) with correlation = 0.936. the contribution of the educational leadership (X1) to the resilience of the academic staffs (Y) = 87.5% which can be seen the R square value = 0.875. The correlation between occupational incentives (X2) to the resilience of the academic staffs (Y) = 0.840 which also indicates a very strong correlation between two variables. The contribution of the educational leadership (X1) and the occupational incentives to the resilience of the academic staffs (Y) = 88.2% which can be seen the R square value = 0.882. • The contribution of the educational leadership, occupational incentives, motivation of the academic staffs to resilience of the academic staffs = 89.8% which can be seen from the R square value = 0.898.

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